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ABSTRACT

Techniques and suggestions for establishing a junior high level individualized reading program stress efficiency, economy, and development of teacher and student morale. Over 20 tips, presented in alphabetical order, are illustrated. Examples of ideas discussed are: an answer key book, a book exchange, instruction notebooks and signs, evaluation methods, achievement awards, magazine and newspaper recycling, contracts, room organization, scheduling, and student folders. (LP)

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CALIFORNIA DEMONSTRATION PROGRAM IN READING

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Low Cost Ideas

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CS 007 159

Imperial Junior High School
Ontario-Montclair School District
Ontario, California

LOW COST IDEAS

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INTRODUCTION

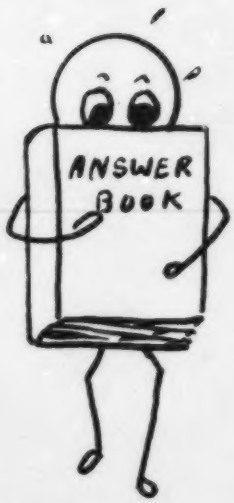
Many teachers have dreamed of setting up a reading program in which students could work individually to develop their skills. The dream often vanished, however, because no funds were available.

Our low-cost suggestions could enable you to work toward an individualized program. Our techniques will save money, time, energy, and, as a bonus, boost teacher-student morale. They might also prove helpful in an established program.

The techniques are listed in alphabetical order for your convenience.

LOW COST IDEAS

ANSWER BOOK



Keep as many answer keys as possible in a durable three-ring notebook. If several teachers are involved, Xerox all answer keys that are reproducible and combine them into one large notebook, one per teacher or aide. Use dividers with tabs, alphabetize the answer keys, and you'll have the order memorized in no time.

Any additional keys should be kept in a common location. The use of a notebook and the centralizing of surplus answer sheets will save time, energy, and lessen the opportunity for theft.

By the way, some companies will send you as many answer keys as you need. Investigate

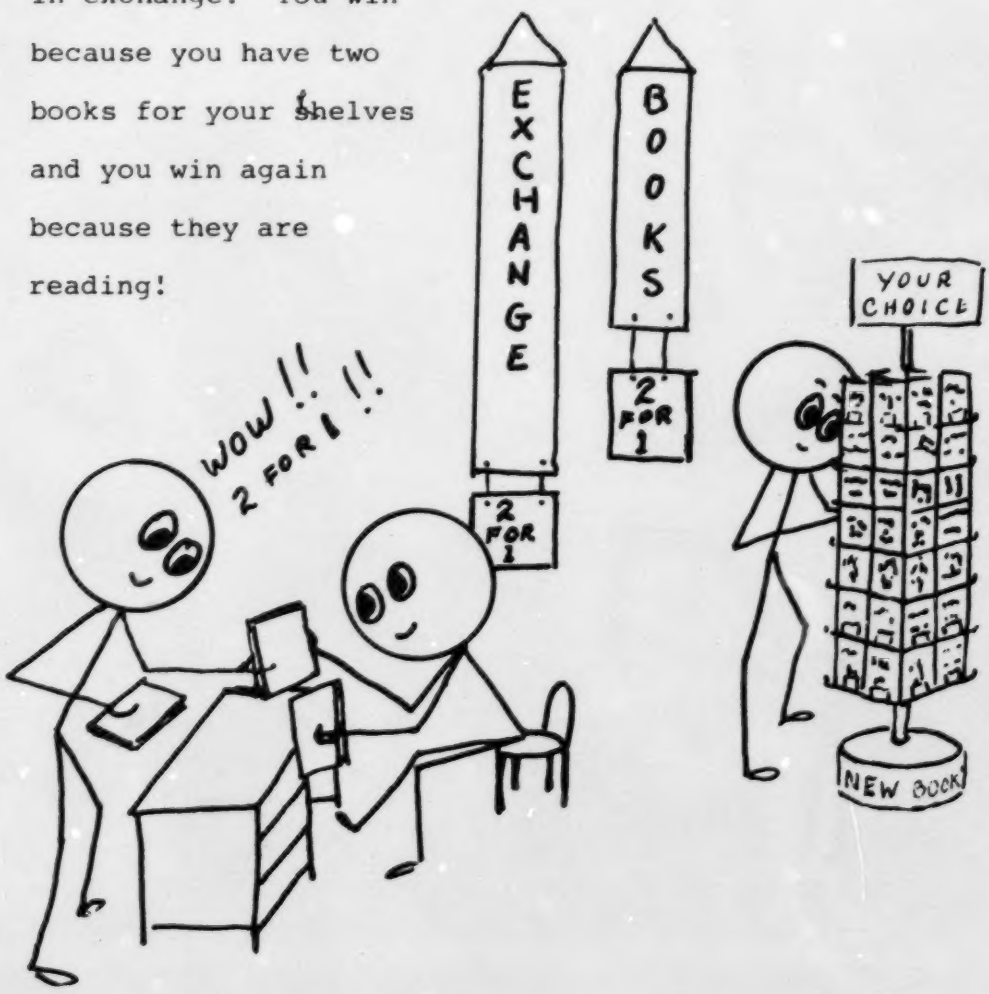
and

save

money!

BOOK EXCHANGE

To expand your book collection, try this; every Tuesday and Thursday, have a Book Exchange. Any student who brings in two paperback books in readable condition and with acceptable themes receives one brand new paperback in exchange. You win because you have two books for your shelves and you win again because they are reading!

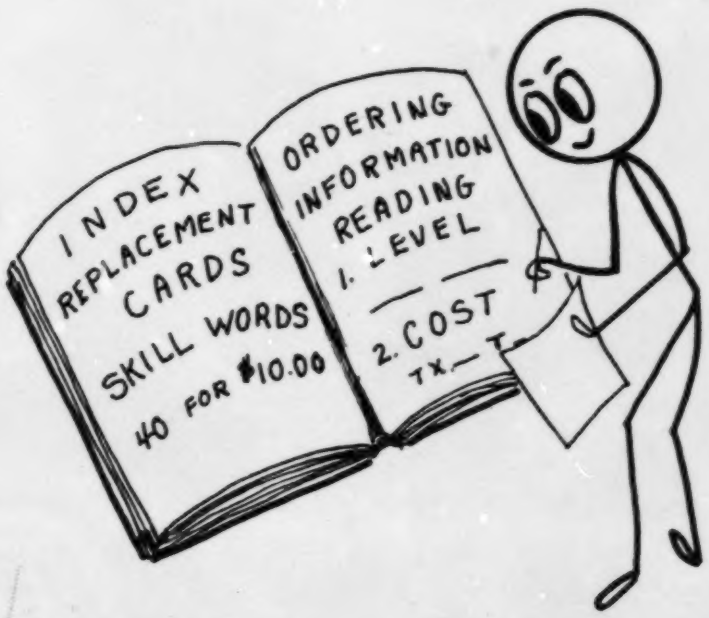


CART APPROACH

Get started on a shoestring by using the cart approach. Buy, borrow, or steal any kind of cart. Load it with pre-selected developmental reading materials and literally push the cart from room to room. Any group of interested teachers could implement a reading program in this manner. Reading could then be taught one or two periods a week in specified classrooms. (Use the contract system, page 17, in conjunction with the Cart Approach.)

CATALOG INDEX

Did you know that many companies will sell portions of kits or single copies of books from classroom sets? Peruse each catalog carefully. Buy only those materials which are relevant to your situation. For example, don't buy an R.F.U. Kit containing materials for levels 2.0 to 12.9 if your kids only read 5.0 to 9.3!



COPY PAPER

Workbooks are expensive, so buy only a few at each level. Have students use copy paper for overlays on which to write their answers. Copy paper is inexpensive and the kids love it!

DIRECTIONS

Over, and over again, teachers and aides tell students how to use materials. Eliminate this waste of teaching time. Type easy-to-understand directions on 3" x 5" cards. Laminate the cards and attach to a metal book end. Set the book end in front of the materials. Now, just show the student where the material is and the rest is up to him.

EVALUATIONS

Try to develop an evaluation system rather than give a letter grade. This will enable you to reward a student on his own achievement level. A student learning to read should not be additionally burdened with the pressure of a grade. (Besides, on exactly what do you grade them?) An honest evaluation with the student's learning and behavioral progress in mind will give the student motivation and self respect. In turn, this will engender respect for you and your materials.

IMPERIAL READING CENTER STUDENT EVALUATION

Student's Name _____ Period _____

Teacher _____ Grade _____

Code For Evaluation:

1 - Excellent
2 - Above Average
3 - Average
4 - Below Average
5 - Unacceptable
Y - Yes
N - No

BEHAVIORAL OBJECTIVES

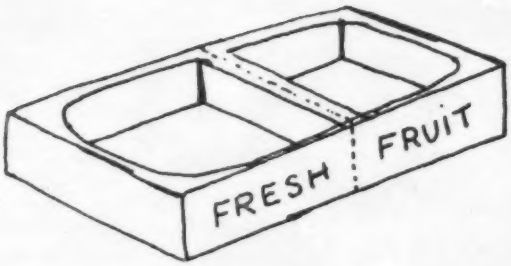
QUARTER	1	2	3	4
1. Tries to succeed.				
2. Works quietly.				
3. Acts cooperatively.				
4. Uses materials and equipment responsibly.				
5. Exhibits consideration for others.				

LEARNING OBJECTIVES

1. Completes assignments.				
2. Points needed to complete contract.				
3. Points earned.				
4. Completed assigned book report.				
5. Completed contract. (10 points per day plus book report)				

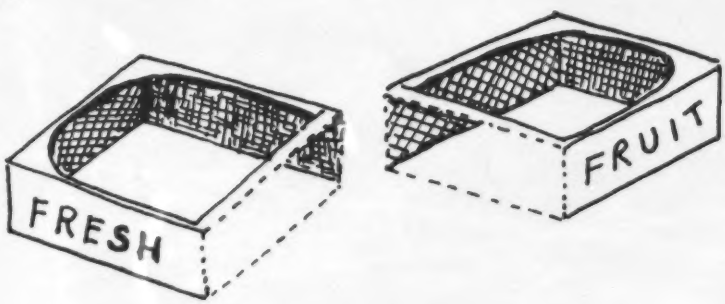
Reading Level: Pre-Test (Oct.) _____ Post-Test (May) _____

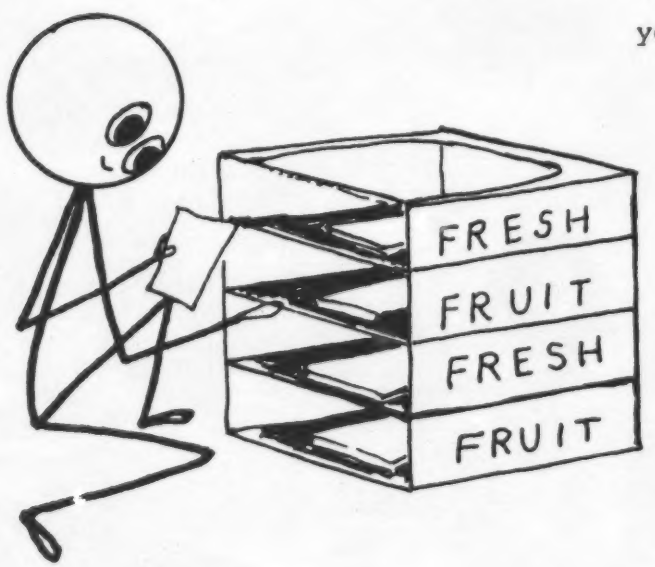
Comments:



FILE BOXES

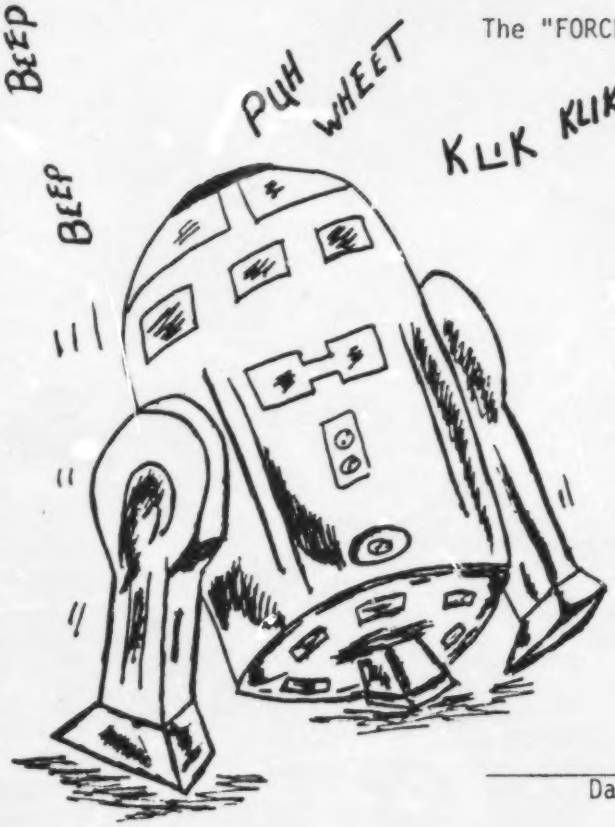
Strong paper cartons or strawberry trays (less than 50¢ each) make excellent file shelves and will enable you to better organize your materials. They are economical, versatile, and unusual. After they're painted, they will be so cleverly disguised that the staff will be in awe of your "carpentry" skills.





"GOODY" NOTES

Design a form to be given to youngsters who have exhibited superior behavior or progress. How does this boost morale and save money? Well, a praised kid is a positive one and, therefore, one who will respect you and your materials. (This is excellent public relations, too. You can bet <u>this</u> form will get home!)



The "FORCE" is with you because you:

- ☐ Showed respect for your fellow students
- ☐ Acted maturely
- ☐ Were cooperative
- ☐ Gained _____ points
- ☐ Worked neatly
- ☐ Worked well independently
- ☐ Were helpful
- ☐ _____

Congratulations, _____

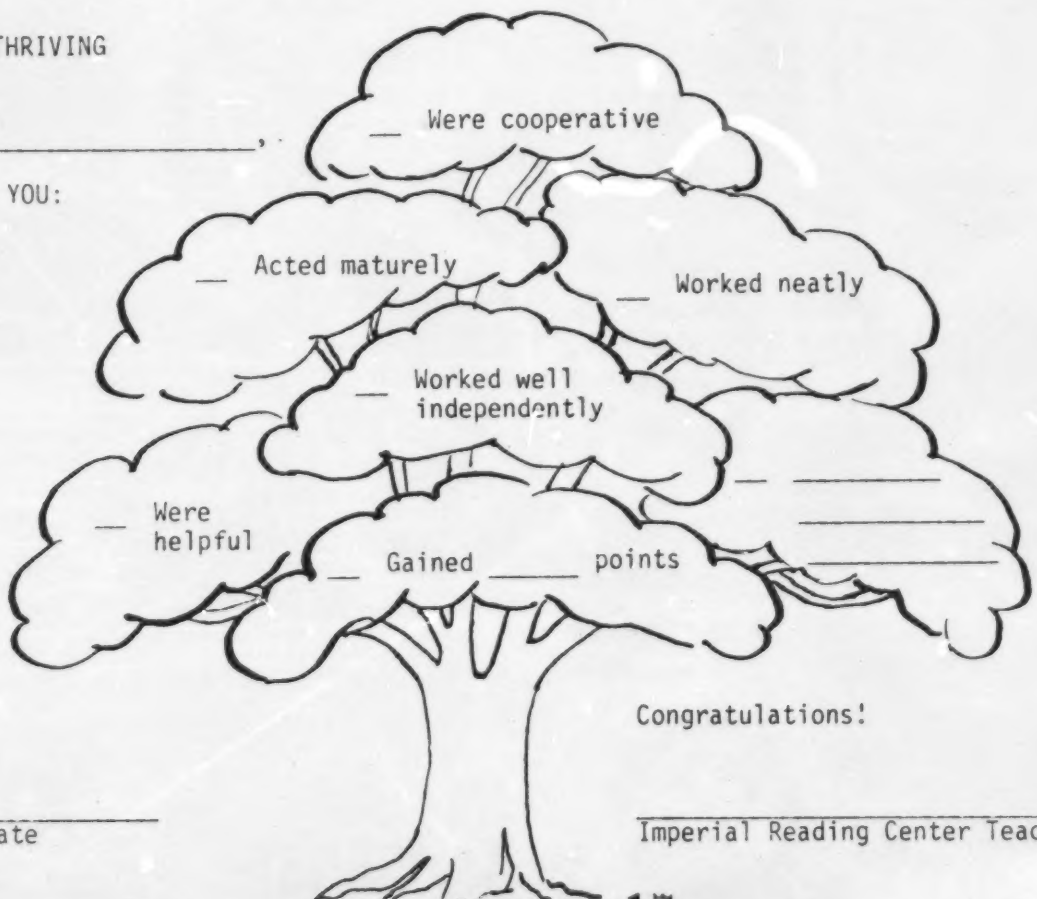
_____ Date

_____ Imperial Reading Center Teacher

YOU'RE THRIVING

_____,

BECAUSE YOU:



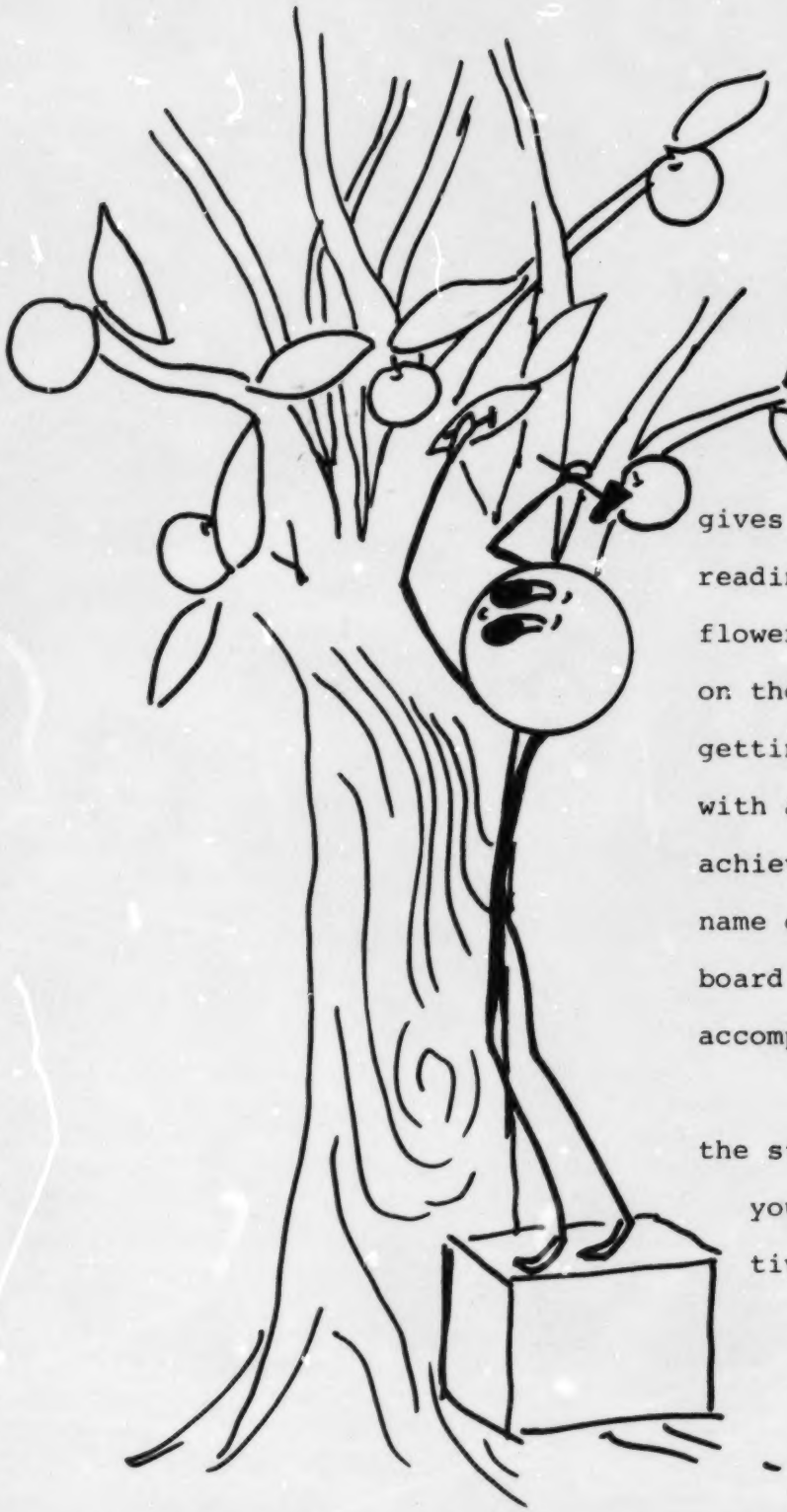
Congratulations!

_____ Date

_____ Imperial Reading Center Teacher

H E L P !

Looking for inspiration? A major source could be a school in your area that receives state or national funding for a specified program. A list of schools and funding can be had from the Department of Education in Sacramento. Contact the schools close to you for demonstrations, visitations, or copies of specified material and programs. Just when it seems all is lost, a one-to-one talk with teachers in a successful established program could be the lift you need.



HONOR BOARD

Recognize student achievement. Whenever a kid completes a contract, or reads a book, or gives a book report, or raises his reading score, or picks up sunflower seed shells, put his name on the bulletin board. Be attention-getting, though. For example, start with a bare tree and allow each achiever to add a leaf with his name on it. Or, plant a bulletin-board garden filled with student accomplishments.

You set the goal and watch the students race to improve your room environment. Positive reinforcement wins again!

MAGAZINES AND NEWSPAPERS

Casually toss your morning paper on a table. Someone might show interest in something and, shh..., they're reading!

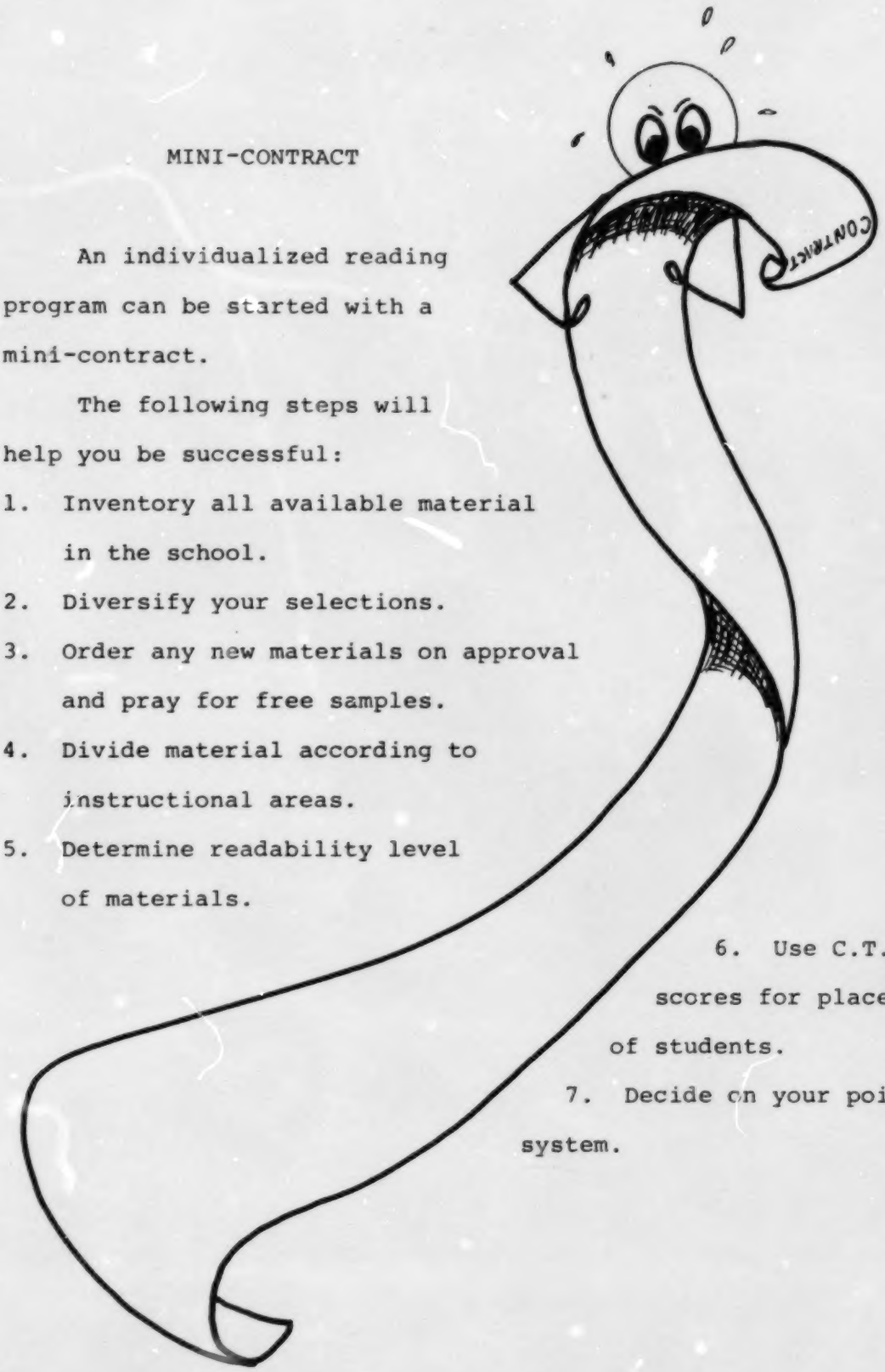
Also, encourage students to bring in current magazines (screen them first, though), or bring in your weekly copy of People. (This will make it tax deductible, too.) Magazines are useful for casual reading or to divert the student who "isn't in the mood" to work today.

MINI-CONTRACT

An individualized reading program can be started with a mini-contract.

The following steps will help you be successful:

1. Inventory all available material in the school.
2. Diversify your selections.
3. Order any new materials on approval and pray for free samples.
4. Divide material according to instructional areas.
5. Determine readability level of materials.
6. Use C.T.B.S. scores for placement of students.
7. Decide on your point system.



CALIFORNIA DEMONSTRATION PROGRAM IN READING

IMPERIAL JUNIOR HIGH READING CENTER

CART APPROACH SYSTEM

MINI CONTRACT

Student Name _____ Teacher Name _____

Period _____

Number Per Column	Instructional Materials	Points Per Lesson	Completed Lessons
	Sports		
	Clue		
	3-Star Vocabulary		
	Specific Skills:		
	Context		
	Getting the Facts		
	Drawing Conclusions		
	Main Idea		
	Following Directions		
	Detecting the Sequence		
	Locating the Answer		
	Working with Sounds		
	Reading Skill Cards		
	McCall Crabbs		
	R. F. U.		
	Go		
	Silent Reading		
	Oral Book Report		

CONTRACT COMPLETION:

_____ Days

_____ Points

DAILY RECORD

Date	M	T	W	Th	F	Week	Cum Total	Total Days

Student Selected Book _____

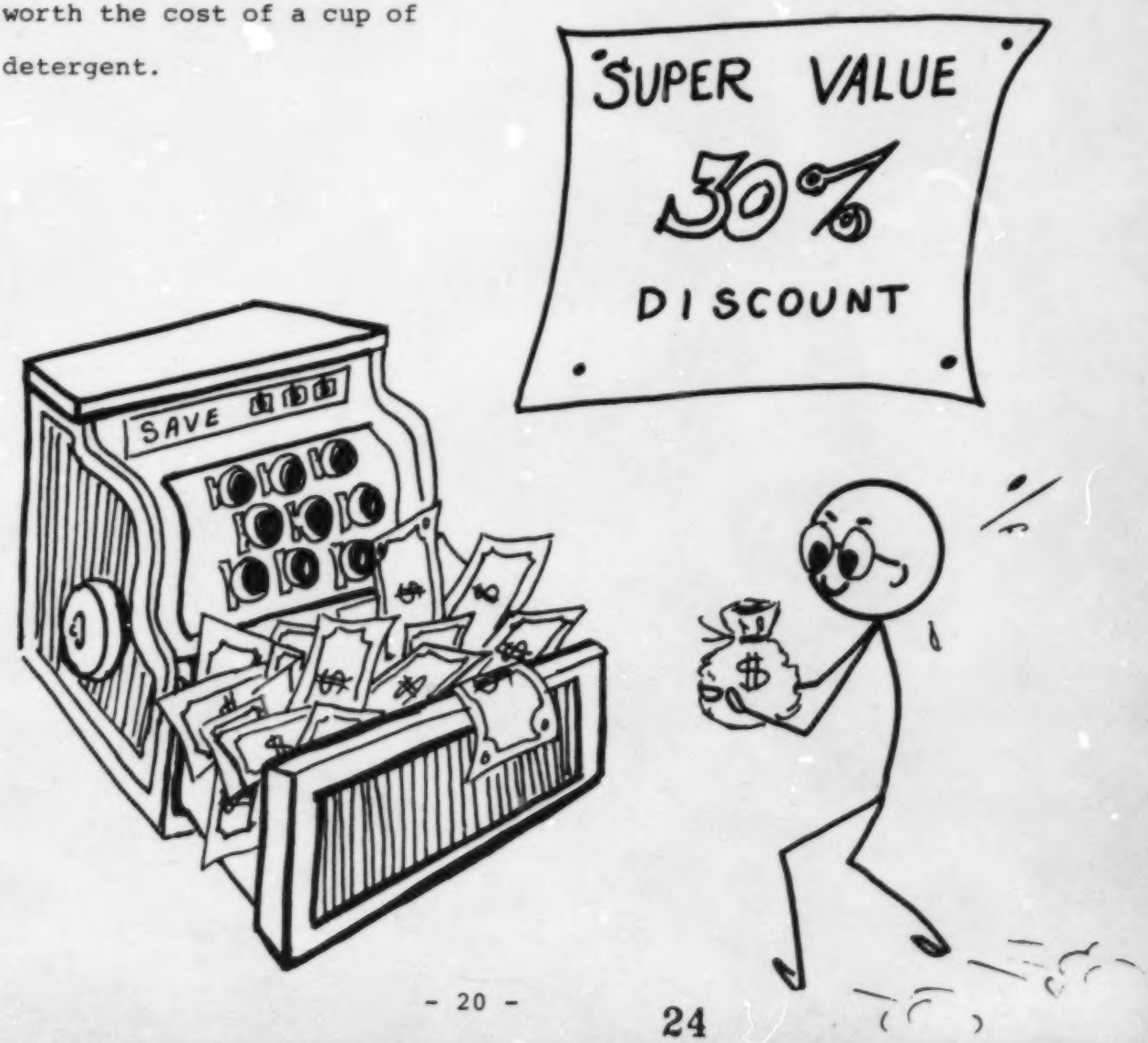
Contract Completion Award _____

NEWSLETTER

A well-timed newsletter can serve as a bridge between the classroom and the home. It's good "P.R." and will develop interest in your program. Informed parents can be very supportive when the need arrives. Accentuate the positive!

PAPERBACK BOOKS

Wholesale book distributors will help you live within your means. They will often sell paperbacks to schools at great reductions. The warehouses are often musty and it will take some searching on your part, but...it's well worth the cost of a cup of detergent.



PLACEMENT GUIDE

Endless hours in contract writing can be saved by developing your own contract placement guide. Use this guide for writing all contracts and minimize paper shuffling. Detail on this one is difficult. It's easier seen than written, so refer to the following page for a mini-contract guide.

By the way, reading levels can be found in most teachers' guides or, better still, by using a readability scale.

CALIFORNIA DEMONSTRATION PROGRAM IN READING

IMPERIAL JUNIOR HIGH READING CENTER

CART APPROACH SYSTEM

MINI CONTRACT

Student Name _____ Teacher Name _____

Period _____

Number Per Column	Instructional Materials	Points Per Lesson	2	3	4	5	6	7	8	9	10	11	12	
			Completed Lessons											
	Sports		✓	✓	✓									
	Clue		1	2	3	4	5	5						
	3-Star Vocabulary				✓	✓	✓	✓	✓	✓				
	Specific Skills:													
	Context		B	C	D	D	E	F	G					
	Getting the Facts		↓	↓	↓	↓	↓	↓	↓					
	Drawing Conclusions		↓	↓	↓	↓	↓	↓	↓					
	Main Idea		↓	↓	↓	↓	↓	↓	↓					
	Following Directions		↓	↓	↓	↓	↓	↓	↓					
	Detecting the Sequence		↓	↓	↓	↓	↓	↓	↓					
	Locating the Answer		↓	↓	↓	↓	↓	↓	↓					
	Working with Sounds													
	Reading Skill Cards		A	B	C	D	E	F	G	H				
	McCall Crabbs		A	A	B	C	C	D	E	E	F			
	R. F. U.			1	4	10	14	19	27	35	43	49	64	
	Go		BA	CA	DA	EA	FA							
	Silent Reading													
	Oral Book Report													

CONTRACT COMPLETION:

_____ Days

_____ Points

DAILY RECORD

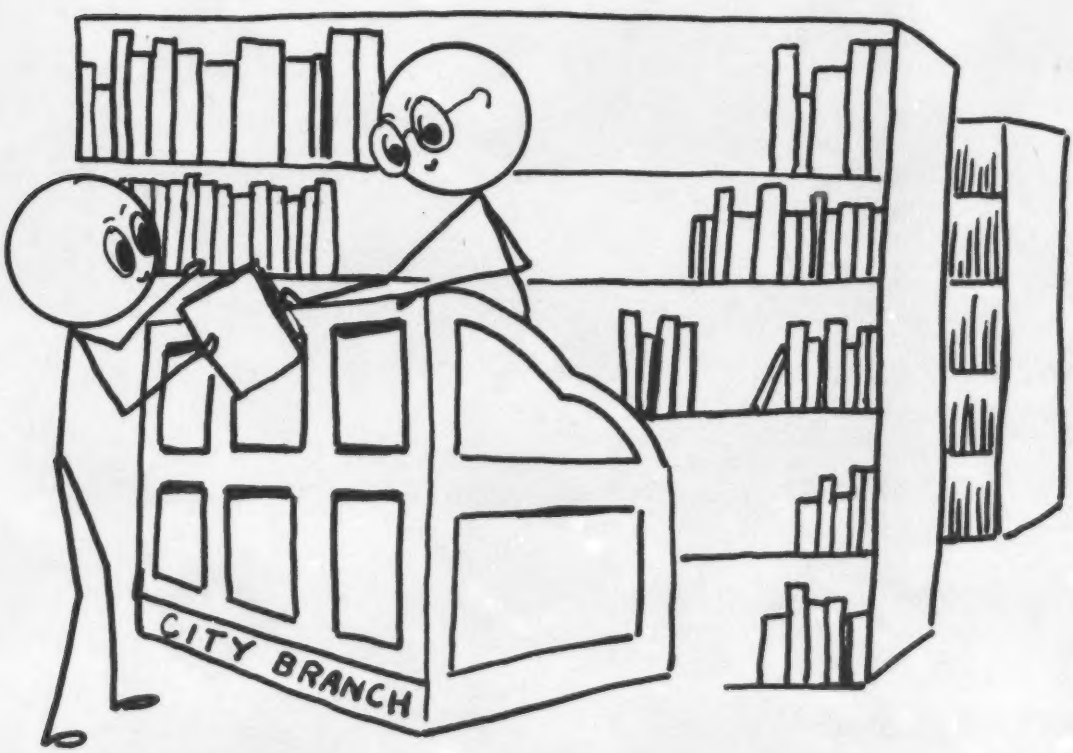
Date	M	T	W	Th	F	Week	Cum Total	Total Days

Student Selected Book _____

Contract Completion Award _____

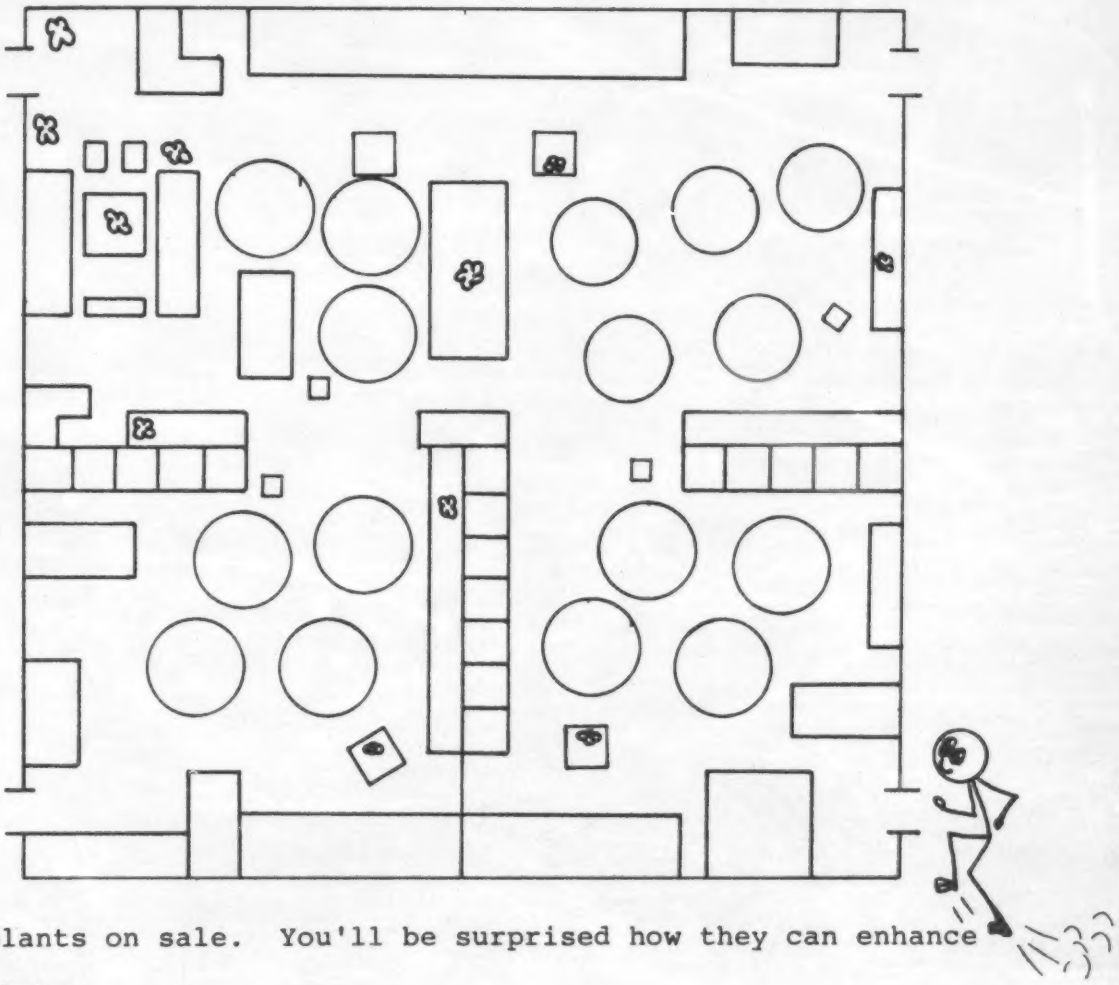
PUBLIC LIBRARIES

Don't underestimate the public library. If you are short of materials, public libraries will often lend books on a month-to-month basis. Some libraries have films that can be used in a reward system. Before you leave, rifle through the picture file.



ROOM ENVIRONMENT

Imagination is the key to developing a room that is different from any other room on campus. For bulletin boards, incorporate humor with striking, eye-catching designs. Use ideas or themes with which the kids can associate (sports, popular books, teen-agers, T.V. shows, teen-age jobs, clothes, hobbies, future jobs, cars).



Buy plants on sale. You'll be surprised how they can enhance the atmosphere.

Finally, arrange the furniture to give an inviting look so the kids can concentrate and work alone comfortably. If all else fails, turn all chairs toward the wall.

SCHEDULING

You don't need extra money for extra teachers. Student-teacher scheduling is one of the most important factors in expanding a reading program.

Using the following numbers, a sample schedule is outlined below:

Regular Program	Goals
1. 810 students.	1. 810 students.
2. 27 teaching periods of English (30 students per class).	2. 16 teaching periods of English (30 students per class--alternate 5 week intervals.
3. 5 teaching periods of reading (any remedial program).	3. 16 teaching periods of reading (30 students per class--alternate 5 week intervals.
4. Students - teachers 1 to 30	4. Students - teachers 1 to 30

Method to Achieve Goal

1. Develop a master schedule to allow for equal number of English and reading classes per period.

Periods	1	2	3	4	5	6
Total Number of English Per Period	3	2	3	2	3	2
Total Number of Reading Per Period	3	2	3	2	3	2

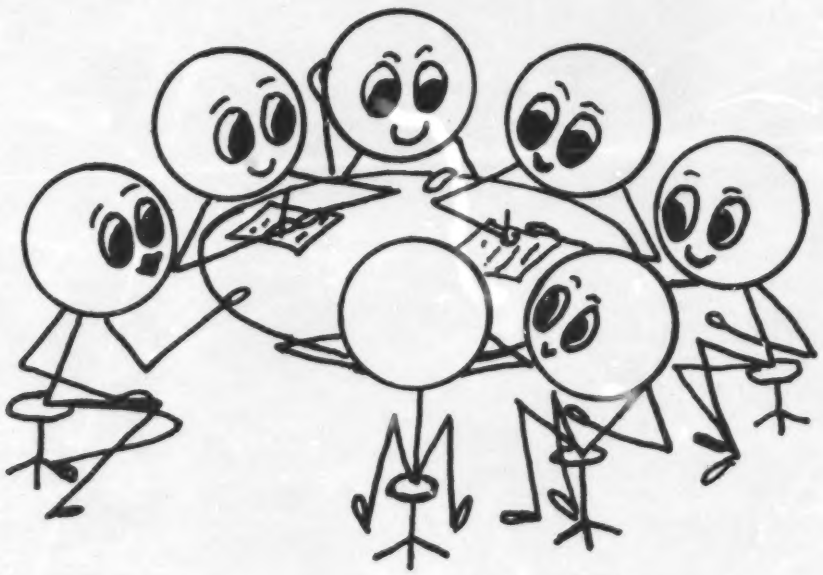
2. Schedule 60 students per English teacher. (Note that 30 students report to English teacher and the other 30 to the reading teacher.

3. Rotate classes of 30 students every 5 weeks.
4. Please note that this form of scheduling uses the same amount of teaching time as the regular schedule. However, it enables you to have an individualized reading program for all students as well as special education.
5. This division of reading and English provides for more concentration in the content area.

STAFF RAPPORT

Other staff members may eye your sudden flurry of activity with suspicion. Explain once, twice, or if need be, three times, that you are going to help the kids read better. Eventually it will occur to your staff that you will be helping them in their content areas.

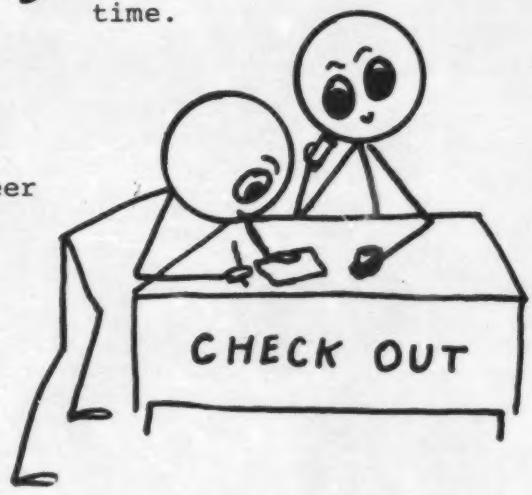
Without a doubt, staff rapport, the number one priority, can be the foundation for your success. Once the staffers catch on, they will: save ditto paper, bring in magazines and newspapers, help you rearrange furniture, help repair chairs and equipment, contribute their own kids' paperback books, support you in your efforts, and perhaps even give you a round of applause!



STUDENT AIDES AND VOLUNTEER CITIZENS

You'll find that many better readers would elect to be your aide. They'll enjoy the privilege and do a great job. Student aides can be responsible for checking out books and films, light housekeeping, helping slow readers, and possibly even correcting assignments. The added bonuses? Among the many are less money spent in material replacements and more available adult aide time.

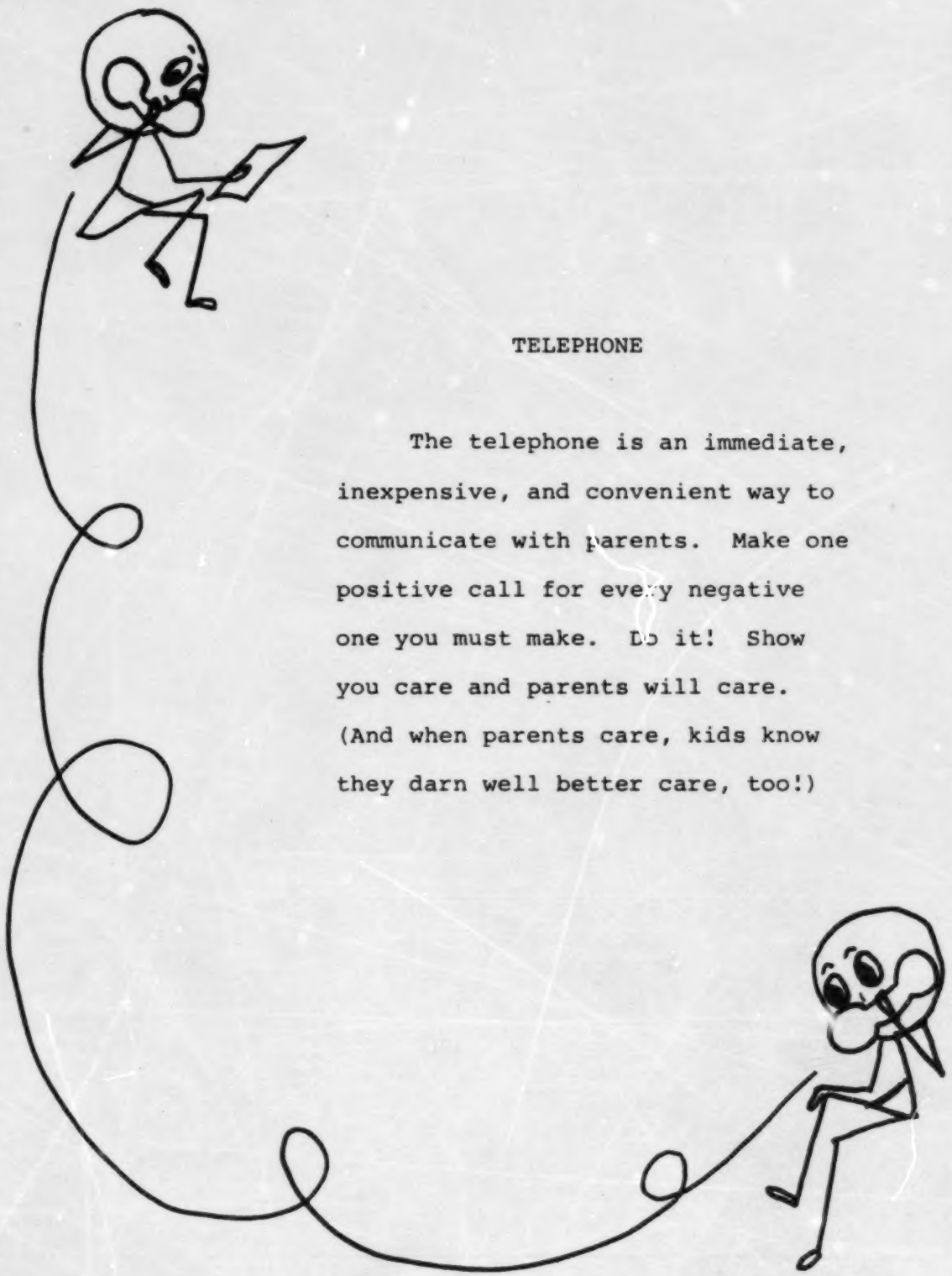
Consider the use of volunteer citizens. These fine people can serve in the same capacity as a student aide. Don't say they won't. Have you asked?



STUDENT FOLDERS

A big energy saver is a two-pocket folder where students can store their materials in one place. This will save footsteps for both teacher and student.

Encourage students not to deface the folders, and the folders can last for years. (Besides, this will discourage x-rated graffiti.)



TELEPHONE

The telephone is an immediate, inexpensive, and convenient way to communicate with parents. Make one positive call for every negative one you must make. Do it! Show you care and parents will care. (And when parents care, kids know they darn well better care, too!)

USED DITTO PAPER

Use used ditto paper. This is a super way to save money on a slim budget. Collect used ditto paper from other staffers. A collection box in the faculty room will serve this purpose.

Cut paper neatly according to the size you need and place in several convenient areas throughout your room. Another teacher's trash can be your treasure.